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ABSTRACT

This research, developed by the Ford Training and Placement Program, observed a cadre or work group as a miniature replication of the social system of a school. The interim report presents the conceptual framework of group development and recording techniques used for analysis. The conceptual framework emphasized three phases of group development: group origin, the formative phase, and the intermediate phase. Results of the analysis are presented in tabular form with accompanying interpretive remarks. The final report discusses four additional phases of the conceptual framework: revision, second intermediate, maturation, and termination. An analysis of the non-participant observer indicates the form and frequency of elements of each dimension, followed by some interpretations of time patterns. The final section presents a summary of findings and an evaluation of the group's development. (Related document is SP 005 967.) (MJM)

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INTERIM REPORT

THE DUNBAR CADRE

January, 1971

Yolanda Wilson

SP 005 964

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INTRODUCTION

Characteristically, the professional competence of teachers is developed during the teaching experinece, rather than in the training institution. Moreover, successful performance is seldom the result of shared knowledge or of participation in any consistent occupational culture. The training of teachers, while it has undergone some changes, essentially reflects the long-standing belief that teaching is an art, a creative act of the individual teacher in her classroom.[1] At present, the curriculum of teacher training institutions places little emphasis on any technical considerations in occupational performance. Teaching skills are ill-defined, if considered at all. Even methods courses are more philosophical statements on the rights and wrongs of pedagogical functions or objectives than clear statements of procedure. Thus, training institutions do little to prepare beginning teachers for effective functioning in the classroom.

The experiences encountered in the work situation are, thus, critical in the development of teacher effectiveness. Without any set procedures or even a firm knowledge base from which to derive procedures, teachers attempt to solve day-to-day problems by trial and error and to measure their successes less in terms of progress toward learning objectives than by individual subjective reactions.[2] Further, there is little systematic information gathering about teaching. Physically isolated from their colleagues, teachers seldom

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[1]See Daniel Lortie, "The Balance of Control and Autonomy in Elementary School Teaching," in The SemiProfessions and Their Organizations, ed. Amitai Etzioni (New York: The Free Press, 1969), pp. 16-22.

[2]Philip Jackson, Life in Classrooms (New York: Holt, Rinehart and Winston, Inc. 1968), p. 145.

share any knowledge about their teaching experiences and, in fact, are reluctant to formulate verbally cause-effect relationships about the teaching process.[3]

In addition to this physical isolation, one could speak of a psychological isolation among teachers. There are few identificatory mechanisms, either in the inductive process, the training episode or in the work situation itself; that is, there are no mechanisms that provide the group with a special identity, distinguishing it from other occupational groups or from laymen.[4] Lortie suggests that because teachers are introduced to the teaching experience individually rather than collectively and without having encountered any difficult requirements, their occupational identity is weak.[5] He compares college teaching with school teaching and concludes tha. the induction process for school teachers is related to low self-esteem, subordination to employees, mistrust of peers and low collegiality.[6]

Likewise, the training episode is weak in the opportunities it provides for the development of any identity with the occupation. Dreeben reports that compared to other professions, teacher training requires little personal investment and provides no specific occupational skills.[7]

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[3]Dan C. Lortie, "Teacher Socialization: The Robinson Crusoe Model," In the National Education Associations, The Real World of the Beginning Teacher (Washington, D.C.: National Commission on Teacher Education and Professional Standard, 1967), p. 59.

[4]See Everett C. Hughes, "The Study of Occupations", in Sociology Today, eds. Robert Merton, Leonard Broom and Leonard Cottrell, Jr., (New York: Basic Books Inc.,1960), p. 453.

[5]Dan C. Lortie, "Shared Ordeal and Induction to Work", in Institutions and the Person, eds. Howard Becker, Blanche Geer, David Riesman and Robert Weiss (Chicago: Aldine Press Co., 1968), pp. 252-264.

[7]Robert Dreeben, The Nature of Teaching (Glencoe, Illinois: Scott Foresman and Co., 1970), pp. 141-142.

Prospective teachers can enter the training program without high levels of commitment. Geer also notes the reversible and speculative character of skills accumulated during teacher training.[8] Like Hughes, she views occupations within a framework of exchange relationships between the occupation and the society.[9] Since teaching, in general, is not highly revered and because there are no specific skills acquired in training, one can leave the profession for another occupation without any loss in self-esteem or any waste of "acculumated valuables".

In the teaching situation, typically, there is little direct contact with other teachers or with administrators. Teachers develop attitudes and skills individually as they engage in the teaching task. Jackson's interviews with experienced teachers demonstrated that teachers rely on student responses as indicators of successful performance.[10] They develop skills and attitudes as they gauge their success in the classroom situation. Moreover, the absence of any generally accepted technology enhances this psychological isolation. Teachers rely upon subjective reactions to classroom incidents or as Dreeben suggests upon individual personality characteristics, rather than accepted standards of performance or any pervasive work ethic.[11]

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[8]Blanche Geer, "Occupational Commitment and the Teaching Profession," in Institutions and the Person, op.cit., pp. 225-226.

[9]Everett Hughes, "The Study of Occupations," op.cit., pp. 447-452. He uses the terms license and mandate to describe the two sides of the exchange relationship.

[10]Phillip Jackson, Life in Classrooms, (New York: Rinehart and Winston, Inc., 1968), p. 145.

[11]Robert Dreeben, The Nature of Teaching, op. cit., p. 81.

In an effort to alleviate the functional inefficacy of novices and the psychological isolation of teachers in their work setting, the Ford Training and Placement Program proposes to train teachers in groups in given work settings. The notion of a cadre of experienced and inexperienced teachers, administrators and other specialists within the school was based on a paper by Getzels concerned with the preparation of teachers for inner-city schools.[12] It was assumed that the placement of teams of school personnel who had established some working relations would increase the professional competence of cadre members and the sense of collegiality, in addition to facilitating the socialization of neophytes into the social system of the school. Specifically, the purposes of cadre participation were:

1. To prepare new teachers to deal with day-to-day problems encountered in the classroom by identifying and defining the problems.

2. To socialize beginning teachers into the larger social system of the school by developing "social capital" among their senior colleagues.

3. To solve problems of cooperation within the group.

4. To develop initiative in the planning and implementation of projects to improve the educational environment of the school.

5. To provide mutual support.

6. To recognize the resources of others.

7. To utilize the resources of the university.

8. To develop an understanding of the cooperative and authority relationships within the Ford Program.[13]

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[12] Jacob Getzels, "Education for the Inner-City: A Practical Proposed by an Impractical Theorist", in the School Review, vol. 75 #3 (Aut., 1967), pp. 283-299.

[13] See Wayne Doyle's notes on "Some Major Impressions and Their Implications", (mimeo), November 16, 1970.

The aim of the Research and Evaluation component of the Ford Program is to determine how this collective placement contributes to the development of professional competence, collegiality and to the socialization of new teachers into the social system of the school.

PROCEDURE

The specific concern of Research and Evaluation was to investigate how the working relationships developed in the cadre contributed to the proposed outcomes of the Ford Program. The method of participant observation was used to assess the development of the cadre as a functional group. Participant observation has the advantage, in this instance, of allowing the researcher to observe, directly, patterns of behavior in a natural setting.

The investigation is exploratory, that is, without any specific hypothesis testing. It does not, however, proceed without some theoretical foundations. The researcher, initially formulated problems derived from a theoretical framework that corresponds as closely to the observed phenomenon as possible. Such problem generation is suggested by Becker as the first stage in the analysis of field experiences.

> We can distinguish three distinct stages in the analysis conducted in the field itself, and a fourth stage, carried on after the completion of the field work. These stages are differentiated first by their logical sequence: each succeeding stage depends on some analysis in the preceding stage. They are further differentiated by the fact that different kinds of conclusions are arrived at in each stage, and that these conclusions are put to different uses in the continuing research. Finally, they are differentiated by the different criteria that are used to assess evidence and to reach conclusions in the stage. The three stages of field analysis are: the selection and definition of problems, concepts and indices; the check on the frequency and distribution of phenomena; and the incorporation of individual findings into a model of the organization under study. The fourth stage of final analysis

involves problems of presentation and proof.[14]

This will be the format followed in this investigation. In the succeeding section, the conceptual framework is discussed, followed by an explanation of recording techniques. Steps three and four will be delayed until the final report is completed.

GROUP DEVELOPMENT MODEL

Since the development of the cadre toward improved working relationships was the focus of this research, some assumptions underlying group development had to be made. The assumptions used here are derived from a view of developing groups sketched by Sarri and Galinsky.[15] This framework was selected because it involves dimensions related to the proposed outcomes of the Ford Training and Placement Program, and is based on principles that can be applied to changes in group conditions, if necessary. Moreover, in terms of the investigative technique, this scheme describes certain patterns that are assumed to occur at different points in the life of the group. While these regularities are not arbitrary, they provide some analytical basis for change measures.

Seven sequential steps are outlined. It is assumed that three aspects of group development will undergo some changes in each of the phases.

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[14] Howard S. Becker, "Problems of Inference and Proof in Participant Observation," in Sociological Work, Methods and Substance (Chicago: Aldine Publishing Co., 1970), p. 27.

[15] Rosemary C. Sarri and Maeda J. Galinsky, "A Conceptual Framework for Group Development." in Readings in Group Practice, ed. Robert Vinter (Ann Arbor: Campus Publishers, 1968), pp. 72-83.

> Group development is defined as changes through time in the internal structure, processes and culture of the group. It is possible to identify three dimensions to group development: (1) social organization of the group; i.e. the group structure and patterns of participant roles and statuses (for example, changes in the power structure at different stages of development). (2) activities, tasks and operative processes of the group, e.g. changes in decision-making processes over time. (3) the culture of the group, its norms, e.g. expectations of members for one another, values and shared purposes.[16]

Phase 1, Origin, is merely a descriptive stage where the characteristics of the group are outlined. Later developments in the group depend on the nature and location of group members: interpersonal attractions, power, status and leadership all influence subsequent group functioning.

Phase 2, the Formative Phase, is characterized by emerging, managerial leadership; by the setting of norms of procedure based on common values and compatible purposes, and by the development of interpersonal relationships. During this phase, the cohesion of the group allows a simple operational procedure to develop.

In the next three phases, group cohesion increases because of greater clarification in group purposes. This Intermediate Phase, phase 3, is characterized by an elevation in task orientation and greater differentiation between socio-emotional and task roles. The norms and values emphasized here are related to group functioning. Social control mechanisms increase, that is, signs of inclusions and exclusion become obvious. However, since the norms are not firmly established in all areas, participation of some members may be limited because of ambivalence about ex-

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[16] ibid., p. 74.

pectations and consequent fear of sanctions.

The fourth stage, Revision, can be identified by the changes in norms, or by the strengthening of present norms. There is also greater clarification of group purposes. In addition, there is a considerable increase in cooperative task performance. There are more positive and negative reactions of members toward each other because of decreased fear of sanctions. If the leadership has been aggressive up to this point, it must adapt to the cooperative task orientation of the group if it is to retain its status.

The next three phases could be grouped together since they are mature stages in the development of the cadre, stages that reflect effective group functioning. Phase 4, a second Intermediate Phase, is like the earlier Intermediate Phase, but now there is more group integration and more goal directed activity, greater cohesion and more group influence imposed on group members. Role differentiation and diffuse leadership also characterize this phase. In the next phase, Maturation, the group functions at a very high level with stable relationships within the group. Finally, the Termination Phase occurs when the group breaks up because of lack of integration or because their goals have been attained.

To summarize, the elements in the three dimensions of Social Organization, Culture and Activities are:

Social Organization	Culture	Activities
1. Interpersonal ties	1. Location	1. Operating procedures
2. Leadership roles	2. Norm changes	2. Tasks
3. Socio-emotional roles	3. Cohesion	3. Goal-directed activities
4. Task roles	4. Clarification of purpose	
5. Participation	5. Attitudes	
6. Control mechanisms		

For purposes of clarity, a diagram was made showing the elements that appear in each phase. Phases six and seven were not included in the diagram because it was felt that the group had not yet developed beyond the second Intermediate phase.

TABLE 1 ASPECTS OF GROUP DEVELOPMENT

Phase	Social Organization	Activities	Culture
1. Origin	1. Size 2. Characteristics		1. Initial orientation 2. Environment location
2. Formative	1. Emerging interpersonal ties 2. Leadership roles played by assertive and aggressive individuals	1. Simple operating procedures displayed 2. Enhanced task orientation	1. Group cohesiveness develops
3. Intermediate	1. Socio-emotional and task roles clearly differentiated 2. Limited participation of members	1. Increased group functioning	1. Increase in group cohesiveness 2. Social control mechanisms develop
4. Revision	1. Greater member participation 2. Adaptive leadership	1. Cooperative task performance	1. Changes in norms 2. Strengthing of norms 3. Clarification of group purposes
5. Intermediate	1. Role differentiation 2. Diffuse leadership	1. More goal-directed activity	1. Increased group cohesion 2. Greater group influence on individual members

The specific research questions derived from this framework are: (1) Does group development in the cadre correspond to the suggested framework? and (2) Is there any relationship between the desired objectives of cadre formation and group development; that is, as the group goes through these phases, do they develop norms of collegiality, increase their professional competence and develop procedures for the socialization of neophytes into the social system of the schools?

DATA COLLECTION

All data were recorded by the researcher who was a non-participant observer in a cadre. Notes were taken during each session. The first step in the analysis of the notes, after an overview, was to read them more carefully and to separate them into the first five phases. After this, notes were examined to document developments in each phase, and to arrive at some conclusions about group development and FTPP goals.

This is Becker's second step in the analysis of field experiences. Each element in the three dimensions of group development was operationally defined and its incidence noted. It was important for the researcher to keep in mind that there might be a wide range of evidence for any single conclusion gathered in a natural setting. Therefore, after the general definition of the element was stated, care was taken to notice unanticipated indicators of the presence of elements.

Conclusions drawn from this first phase of the investigation are tentative, and presented as suggested by Becker in the form of a "natural history of conclusions."[17] In arriving

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[17]Howard Becker, op. cit., p. 37

at conclusions, items of evidence supporting and refuting the conclusions are presented in the form in which they occur most often, thus providing the reader with the basis for the inferences made by the researcher.

RESULTS OF NON-PARTICIPANT OBSERVATIONS

Phase 1, Origin. In this first phase, this analysis will focus on the characteristics of cadre members and on their initial orientations. The cadre consisted of:

1. A school principal
2. An assistant principal
3. A cadre liaison person
4. A process consultant
5. An adult educator
6. Eight experienced teachers
7. Six interns

The subject areas represented by experienced teachers were Industrial Education, Business Education, Commercial Art, Math, History, English, Science and Library. For inexperienced teachers, the subjects represented were Math (2), Art (2), Social Studies and English. There were nineteen cadre members in all.

Because the researcher was not present at the summer meetings of the cadre, it was difficult to make any accounting of initial orientations. Notes from the first two meetings of the school year were examined for the major areas of concern expressed within the group. This would seem to serve as an indicator of member orientation.

I. Relations With Others in the School

Experienced teachers and the principal felt that the recognition and use of the resources of the total school faculty was necessary for any school-wide improvements in the educational climate of the school. In addition, the acceptance of the cadre by the school would depend on other faculty overcoming any fears they might have about cadre operations. The question was raised of how other faculty could be included in the cadre. Some inexperienced teachers felt that the "elitist" aspects of the cadre were a barrier to its acceptance.

II. The Development of Trust

Trusting relationships between cadre members was a concern of experienced and inexperienced teachers. It was felt that some cadre members had not been open and honest in their participation in the cadre. Discussions revolved around attempts to find some reasons for mistrust between cadre members. Some of the discussions were around the themes of interpersonal likes and dislikes, and the motivation of cadre members. Some felt that good personal relationships had not yet been established in the group. Others felt that the motives of some members did not correspond to the purposes of the group within the Ford Program. Specifically, it was felt that commitment to remaining at Dunbar was not the motive of some members.

III. Supervisory Function of Administrator

The role of the administrator in the school was discussed repeatedly by the principal in the context of his functioning in the cadre. His input was to be in terms of facilitating school-wide projects. There was some question about the conflict between the principal's responsibility to the entire faculty and his membership in the cadre; for example, his responsibility for the problems of cadre members could not take precedence over concerns of other teachers.

IV. Goals of Program

This area was a concern of all members. The basic theme was how the goals of the Ford Program could be implemented at Dunbar. While the model gave general statements about the proposed outcomes of cadre placement, some particular issues arose to which the general model did not respond. One such issue was whether the priority should be the development of a task structure in the group or an emphasis on decreasing social distance between members. Another was the testing of commitment of cadre members; that is, how can one determine if inexperienced teachers are committed to remaining at Dunbar?

V. Individual vs. Group Decisions

The final topic discussed at the initial meetings was the extent to which decisions must be based on the consensus of the group, or whether members could operate as individuals when they held opinions contrary to those held by the group. The development of group consensus was generally, a long drawn-out process. Cadre members began to feel that such consensus-building interferred with task accomplishment. Much of the disenchantment of cadre

members could be attributed to this feeling of inertia.

These initial orientations reflect the characteristics of the group. Apparently, the divisions in the group were as one would anticipate along the experienced-inexperienced dimension and by position within the school. Surprisingly, however, there was no evidence of divisions by subject areas. One could anticipate that the issues raised during the Formative Phase would be around differences between experienced and inexperienced teachers, and between teachers and administrators. Moreover, the solutions to any of the problems of group development in subsequent periods would be contingent on the ability of group members to cope with these differences.

Phase 2, Formative Phase. Before reporting the analysis of the Formative Phase, definitions and indices of group dimensions found in this period are given below. Looking at Table 1, we anticipate there will be emerging interpersonal ties, leadership played by aggressive members, the development of operating procedures, a task orientation and group cohesiveness.

Interpersonal ties are signs of positive affect toward other persons in the group. The index for this dimension will be the frequency of agreeable or consensual communications between group members.

Aggressive leadership is goal-oriented behavior where a member guides the group toward solutions to problems by giving advice and by preventing counter-productive behavior. The aggressive aspect of this role implies that the leader prevents others from sharing in leadership behavior.

Operating procedures are methods adopted by the group to carry out their operations. These may take the form of parliamentary procedures or informal methods accepted by the group.

Task orientation is an emphasis on the accomplishment of projects or tasks.

Group cohesion is a common value orientation, usually evidenced by agreement on group purposes.

The results of the analysis of the second phase are presented below in tabular form, showing the frequency of the dimension and the topics discussed, followed by some interpretive remarks concerning this phase of cadre development.

TABLE 2 THE FORMATIVE PHASE (Three meetings, 9/30, 10/7, 10/14)

Interpersonal Ties (Form and Frequency)	Topics
Support of one cadre member by another. 8	Recognition of professional abilities-between experienced and inexperienced teachers.
	Recognition of productive participation in cadre-between experienced teachers.
	Recognition of real problems encountered by interns-between experienced and inexperienced teachers.
Protection of the opinion of non-aggressive members. 9	Decreasing social distance between cadre members.
	Recognition of potential resources of non-participants--all groups.

Table 2 (con't)

Aggressive Leadership		Topic
Blocking cadre members from initiating decisions	3	Scheduling of meetings-University staff and teachers. Membership requirements-University staff and teachers.
Restricted decision-making because of limited information and skills pertaining to the program, group process expectations and socil responsibilities.	4	Cadre autonomy-University staff and teachers. Obtaining resources of the University--University staff and teachers. Agenda setting--University staff and experienced teachers. Cadre as a training group rather than an administrative group--teacher and administrator.
Task Orientation		**Topic**
Project reports.	3	Computer project-Experienced teachers. Planning Committee topics--experienced teachers and inexperienced teachers.
Requests for task assignments.	4	Computer project-experienced and inexperienced teachers. N.E.A. week project--experienced and inexperienced teachers. New cadre projects--all groups.
Group Cohesion		**Topic**
Discussion of group purposes.	3	Appropriateness of suggested activities for cadre projects--all groups. Recognition by the total faculty --all groups.

As was predicted from the model, these five dimensions of group development appeared in some form during this phase. For this group, however, some refinements in the model seem necessary in terms of the time each dimension appears and its incidence. Operating procedures developed early and continued throughout all meetings, as did interpersonal ties. Aggressive leadership also appeared early, but even in this phase there were attempts on the part of some members to overcome barriers to participation in decision making. In other words, some adaptive leadership seemed to be part of this phase.

By contrast, the task orientation appeared rather late, with most occurring in the last meeting of this phase. Group cohesion, the development of a common orientation also occurred late and in a somewhat vague form; in discussions of group purposes rather than cooperative group actions. Small interacting groups within the cadre also indicated low group cohesion.

In interpreting these different time patterns, these observations must be taken tentatively because of the limited number of observations and the qualitative nature of the investigation. Apparently, as the group comes together and attempts to develop some structure for effective functioning, communication between members conveys information about member orientation, and serves as an influence technique.[18] Members develop an understanding of and an appreciation for the attitudes of others. They can thus, develop a positive affective response to those of different orientation. In a like manner, the development of operating procedures is a conscious attempt on the part

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[18]See Edith Pelz, "Some Factors in 'Group Decision', in Basic Studies in Social Psychology, eds. Harold Proshansky and Bernard Seidenberg (New York: Holt, Rinehart and Winston, 1966), pp. 437-460.

of members to impose some kind of o ganization for productive functioning. For this group, the evidence indicates that these two dimensions developed solidly and even during the initial sessions. One would expect, then, that the group would quickly develop a task structure that would allow it to complete some group projects. However, barriers to what is here called adaptive leadership, (the participation of members in decision-making according to interests, abilities and commitment) seem to interfere with a task orientation. While the managerial function of the leadership role is enhanced by aggressive leaders, cooperative participation of group members in a task is limited.

There is another way in which aggressive leadership seems to limit a task orientation. Decisions of people in groups involve two kinds of exchanges; cognitive exchanges and evaluative exchanges.[19] Members can give information about a project or task without committing themselves to active participation. But, when a member has made a public decision to participate, he has, in essence, given a positive evaluation to the task. Aggressive leadership, because it limits both the cognitive and the evaluative input of members, restrains the group's development of a task orientation. Moreover, limitations on evaluative inputs hinders the development of common purposes, since few public commitments are made.

In summary, the model for this Formative phase could be

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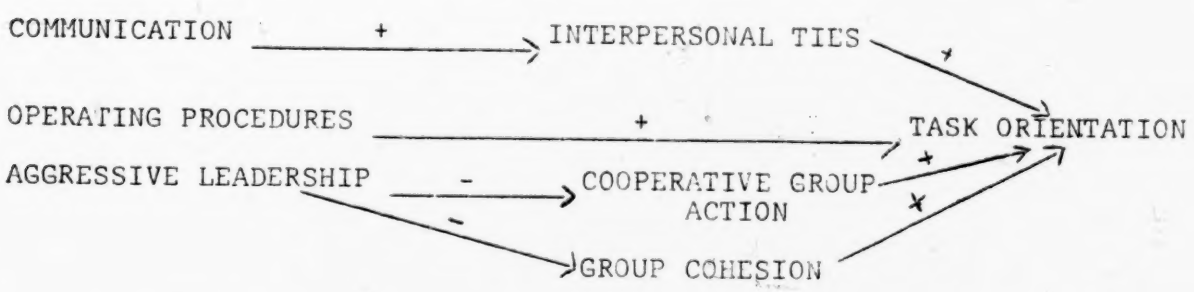
[19] See Robert Bales, "Some Uniformities of Behavior in Small Social Systems", in Paul Lazarsfeld and Morris Rosenberg, eds., The Language of Social Research (New York: The Free Press, 1955), pp. 356-7 for the use of these terms.

modified, according to these time patterns, in this manner:[20]



Thus, the two limitations to a task orientation during this phase are the absence of cooperative activity and recognized group purposes. Tasks developed here are only around the management of the group. The problem for group development, at this point, would appear to be the development of a sense of shared purpose, and a more active participation of group members in implementing projects arising out of such purposes.

The Intermediate Phase. Five dimensions are suggested for this phase:

1. Differentiation between socio-emotional and task roles: the distinction between those who give support for the opinion of others and show satisfaction with the group, and those who guide the group toward the completion of a task by giving information, clarifying statements made and re-enforcing the task orientation of others.

2. Limited participation of members: a low percentage of participants involved in group activities.

3. Increased group functioning: group directed activity resulting from the interaction of group members rather than members working independently.

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[20]The solid lines indicate a temporal rather than a causal linkage, i.e., it is assumed that if the antecedent dimension occurs first in time, subsequent dimensions are likely to be present (+) or absent (-).

4. Social control mechanisms: pressures for conformity and the communication of appropriate and inappropriate behavior in the group.

5. Group cohesion: the communication of a common purpose.

TABLE III

THE INTERMEDIATE PHASE (11/5, 11/17, 12/2, 12/9, 12/16)

Dimensions	Topics
Task Roles	
20	Community Representative
5	Support of Principal
3	Professional Relationships between cadre members
26	Cadre Projects
Socio-emotional Roles	
2	Community Representatives
3	Support of Principal
3	Film Project
Limited Participation	
(member participation began to decrease at the third meeting of this phase, and continued to decrease through the remaining meetings).	
Group Functioning	
1	Community Representative
6	Support of Principal
Social Controls	
1	Individual vs. Group Decisions
6	Appropriate Projects for Group
2	Cadre Autonomy
2	Rules of Participation

Dimensions	Topics
Group Cohesion	(evidence here was very vague, with only one instance occurring when a cadre member asked for a statement of the goals of the cadre).

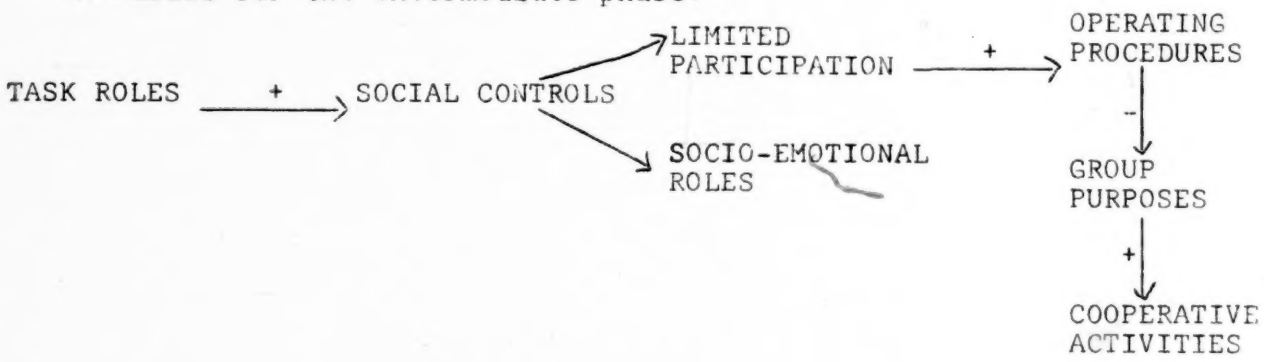
Task roles appeared early during this phase, mostly among experienced teachers. Six group projects were discussed at length. A great deal of information was exchanged among experienced teachers, interns and the administrator. Knowledge about the general operation of the school, policies of the Board of Education, the school community and curriculum innovation was communicated.

The imposition of social controls emanated from the task specialists. Rules of participation, limitations on cadre functioning and other behaviors considered counter-productive for task accomplishment were discouraged. However, this task orientation decreased as individuals began to react to some frustrations and began to develop hostilities toward task specialists who blocked their evaluative and emotional expressions in favor of pushing the group toward task completion.

When this occurred, participation levels fell off. Members seemed frustrated by these limitations on their behavior, especially since no appropriate behavioral patterns were provided. The emergence of socio-emotional roles occurred here. Some members took on the role of alleviating these personal frustrations by supporting the opinions of others and by attempting to draw out the abilities of non-participants. At the same time, those who were more task-oriented fell back on operating procedures to bring the group back to the task.

One could suppose that the escalation of operating procedures to resolve the problem of member participation interferred with the anticipated development of shared purposes

and cooperative activities. When one relies on formalized rules before group purposes are clearly established, commitment may be only superficial. Moreover, this substitution of rules for shared purposes and active involvement limits the initiation of new projects, since members had not agreed on their importance for the group and therefore could not be actively involved. These time patterns suggest this model for the Intermediate phase:



The active involvement of members in projects accepted by the group, thus, continued to be a problem. In the Formative Phase, aggressive leadership seemd to be the barrier. Here, the use of rules of procedure before the development of common purposes seems to vitiate the development of group cohesion. The problem for the group, at this point, was to develop a substitute mechanism for the management of the group; one that would allow the expression of purposes.

It had been anticipated that the group would have completed the Revision Phase and the second Intermediate Phase by January. The analysis of the notes, however, indicated that this did not occur. A review of the suggested dimensions and of the analysis of the previous stages suggest that there will be greater cooperative task performance, if adaptive leadership roles emerge and if there is more clarification of the purposes of the group.

In subsequent reports of the Dunbar cadre, the analytical and reporting procedures will be those developed in this report. The concern in each will be with the identification of problems in the development of the cadre as a work unit. In the final report, some attempt will be made to assess how the proposed outcomes of cadre development are inhibited or facilitated in each developmental phase. If this is possible, some statement can be made about possible training techniques that would emphasize the kinds of group experiences that are functional for the development of a work group.

For example, the findings of Research and Evaluation indicate, in some instances, that cadres proceed rather slowly in developing viable task structures during the placement year. In addition, leadership roles have been of some general concern. Since the notion of a functioning work groups is a basic component of the Ford Program, it is necessary to identify these problem areas and associated phenomena to successfully implement the model during the training experience and the placement year.

FINAL REPORT

THE DUNBAR CADRE

March, 1972

Yolanda Wilson

SP 005 964

INTRODUCTION

This final report of the development of the Dunbar cadre is written as a continuation of the Interim Report (see attached copy). As suggested in that report, there are four remaining phases of group development: Revision; Second Intermediate; Maturation; Termination. As in the previous report, the dimensions of each phase are defined. The analysis of the observations of the non-participant observer indicate the form and frequency of elements of each dimension, followed by some interpretations of time patterns. The final section of the report is a summary of findings and some evaluation of the group's development toward the purposes of the Ford Training and Placement Program.

RESULTS OF NON-PARTICIPANT OBSERVATIONS

The Revision Phase. Six dimensions are suggested for this phase:

Greater Member Participation. There is a greater engagement in activities by group members as they perform in their specialized roles. This dimension is indexed by number of people participating in group discussions, and by inplementation of their role in the cadre.

Adaptive Leadership. The participation of members in decision-making acording to their interests, abilities and commitments.

Cooperative Task Performance. This implies an interdependence in the performance of tasks. This dimension is indexed by the frequency of interaction between members in accomplishing any given tasks.

Norm Change. Revision in norms as indexed by new or modified group standards and values.

Norm Strengthening. Greater consensus on group values and standards.

Clarification of Group Purposes. Greater specificity about purposes of group operation and functioning.

The Revision Phase covered five meetings. The frequency of elements and topics discussed are presented below.

Table 4 The Revision Phase

Dimensions	Frequency	Number of People	Topic	Index
Member Participation	(Increased through meetings in this phase)		Number of people participating	
	12	7	Role Implementation of cadre members	84
Adaptive Leadership	6	3	Individual Leadership Around given projects	18
Cooperative Task Performance	3	8	Implementation of Cadre projects	24
Norm Change	2	5	Cadre autonomy	10
	4	3	Emphasis on individual preferences	12
Norm Strengthening	0	0		0
Clarification of Group Purposes	13	6	Purposes of cadre	78

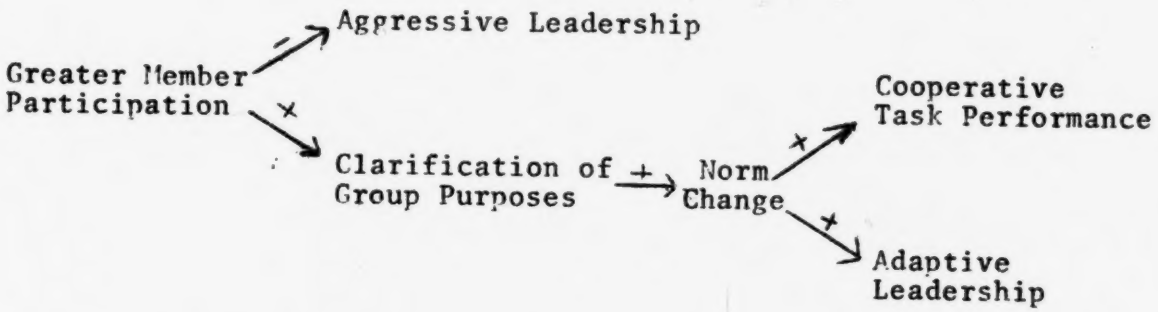
In this phase of group development, all predicted dimensions appeared except Norm Strengthening. The first meeting was characterized by increased interaction between members in accomplishing group tasks. Group operation at this point seemed to be around communication between members on assigned tasks. This interaction began in the previous period as socio-emotional leaders alleviated the hostilities and frustrations of members whose evaluative and emotional expressions were blocked by aggressive leaders. Even here, however, decisions about any particular issue were delayed until aggressive leaders intervened.

Following increased member participation, there was a concern with the purposes of the group within the context of the Ford Program. This dimension occurs more frequently than any other dimension in this phase. Apparently, increased reports from members raised concerns about differences in interpretation of group functioning. In many instances, procedures used by aggressive leaders for controlling group operations fell down as members made more demands to be included in the decision-making structure. However, aggressive leaders retained their decision-making power at this time.

The public display of sentiments and attitudes did lead to some changes in group norms. As members expressed their dissatisfactions with group operations, there was some change in norms of group functioning. While this dimension carries an over-all index of only six. The issues were important and had appeared in previous phases. Cadre autonomy and a greater emphasis on the preferences of individuals became norms during this phase.

Greater member participation and the public expression of cognitive and evaluative inputs also seemed to permit greater cooperation in task performance. Members became aware of interests, abilities and commitments of those who had been non-participants. This emphasis on individual preference rather than group purpose blocked the unitary control of aggressive leaders. Many individuals now became leaders as they participated in areas of their own interest and ability. Thus, Cooperative Task Performance and Adaptive Leadership developed simultaneously in the latter meetings of this phase as members communicated their interests and individual interpretations of group purpose.

In summary, the model for this Revision Phase is diagrammed below:



The most important revision that occured during this phase was increased clarification of group purposes leading to cooperation in group functioning as individuals became leaders in different areas.

Second Intermediate Phase. The dimensions of this phase are the same as those of the First Intermediate Phase:

Differentiation between Task Roles and Socio-emotional roles

Limited Participation

Increased Group Functioning

Social Control Mechanisms

Group Cohesion

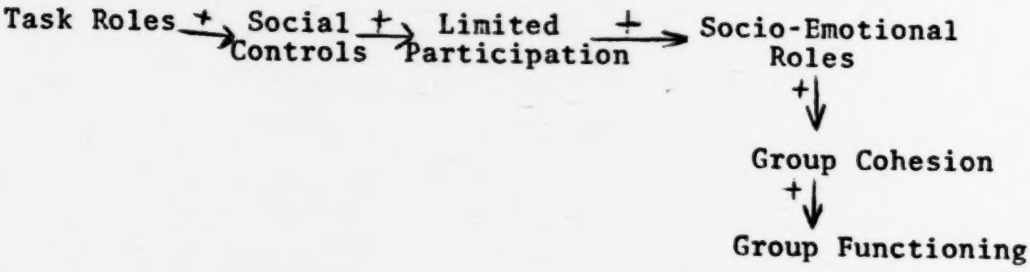
According to the model, there is a difference between the dimensions as they appeared in the First Intermediate Phase amd as they appear in this phase. Since the processes of group functioning had been established in the Revision Phase, these dimensions now operate in the solution of problems rather than as issues to be resolved.

Table 5 The Second Intermediate Phase

Dimensions	Frequency	Number of People	Topic	Index
Task roles	5	10	Cadre projects	50
Socio-emotional roles	5	8	Assistance in communicating ideas	40
	2	4	support of cadre members	8
Limited participation	(Participation was low throughout this phase, with an average participation rate of nine, less than one-half the total number in the group.)			
Group functioning	0	0		0
Social controls	2	2	Intervention of aggressive leader	4
Group cohesion	2	26	Resolution of diverse interpretations	52

When one looks at the time pattern for this phase, much like the model of the First Intermediate Phase, Task Roles appear first, followed by some Social Controls and Limited Participation. Socio-Emotional Roles become clear-cut as members attempt to unblock the frustrations engendered by pressures for conformity.

The absence of Group Functioning could be the outcome of the emphasis on individual needs and interests that was established in the Revision Phase. Even during this Intermediate Phase there was discussion about individual performance and preferences. Further, there was a continuing dialogue between members about diverse interpretations of group purpose. This diversity, when resolved, was resolved by members negotiating with each other over differences in opinion about group operation and purpose. This phase seems intermediate between the full development of the group and the initiation of group processes that occured in the Revision Phase. The shifting seems to be from a reliance on social controls to a reliance on negotiations between individuals as influences on decision-making.



The Maturation Phase. The five dimensions that appear in this

phase have occured in previous phases. However, during Maturation, it is assumed that all dimensions will operate as factors in the group's movement toward mature functioning as a work unit. They serve as basic processes for problem-solving, decision-making and goal implementation. The dimensions suggested by the model are:

Group Functioning

Differentiation between Task Roles and Socio-Emotional Roles

Interpersonal Ties

Operating Procedures

Adaptive Leadership

Table 6 The Maturation Phase

Dimensions	Frequency	Number of People	Topic	Index
Task Role	5	22	Management of group discussions	110
Socio-Emotional Roles	2	6	Mutual support of one cadre member by another	12
Interpersonal ties	1	1	Affective communication between cadre members	1
Adaptive leadership	4	13	Decision-making	52
Operating procedures	0	0		0
Group functioning	0	0		0

In this phase, there was no evidence of Group Functioning or Operating Procedures. In addition, there seeemed to be no definite time sequence in the appearance of each dimension. Rather, the dimensions appeared when necessary as adaptations to problems or conflicts that arose in task performance. Therefore, no model is proposed for this phase. It is noteworthy here that Task Roles and Adaptive Leadership have the highest incidence. In the implementation of group activities, these dimensions seem to replace Group Functioning and Operating Procedures. The behavior of members was no longer contingent on rules of procedure, but on their individual involvement in task accomplishment. Further, interaction between group members took the form of negotiation and exchange rather than consensus in value orientation. Decisions about group projects emanated from adaptive lea leaders, those who participated because of commitment and ability, rather than a common value orientation.

The Termination Phase did not occur. The group continued to function after the non-participant observations.

SUMMARY

The purpose of this research was to observe a cadre or work group as a miniature replication of the social system of a school. The investigation was to focus on the development of working relationships among cadre members as they reviewed day-to-day problems of the classroom, as they shared information and knowledge and as they initiated and implemented educational programs for their schools.

The researcher collected data by non-participant observation of the work group over a nine month period. In order to lend some meaningfulness to this written culture, a general model of group development was used in the analysis of field notes.

Very briefly, this model assumes that the development of work groups is an evolutionary process, i.e. that work groups pass through a series of phases toward greater effectiveness in approaching and solving problems. Six phases were documented by non-participant observations, with descriptions of group procedures that emerged in each phase.

Rather than discuss the findings in any further detail, as a summary statement this section is concerned with a more descriptive analysis of three problem areas that continued throughout the group's development, and the group processes that seemed to alleviate these problems and to push the group toward more effective functioning as a work unit.

The first problem to emerge was that of Leadership. The group was composed of administrators, expeienced and inexperienced teachers, university personnel and community representatives. The cross-role notion implies that each position will assume leadership in an area of knowledge and experience; that each person would make important contributions in his specialized area. Initially, however, as indicated by the model of the Formative Phase (see p. 18), Leadership was assumed only by those who held leadership roles in the school as administrators and university personnel. The administrator took over the functions of chairman and channeled the discussion of the group, while university

personnel acted as the major resources for information. Teachers, especially neophytes, and community representatives were reluctant to assume any initiative in taking responsibility for developing group purposes or for participating in group activities. Thus, during this early phase, the group was nonproductive.

The resolution of the problem of leadership began in the next phase as the group developed a Task orientation. The cadre had been regarded as an elite group from the university, separate from the realities of the school or the community. Experienced teachers became concerned about the acceptance of the cadre by other school faculty. This acceptance, they felt, depended on accomplishing some task that would benefit the entire school. These experienced teachers began to push for the development of educational projects by proposing tasks for the cadre.

As the group discussed these activities, differences in orientation were expressed and limited the cohesion of the group. This divisiveness was resolved slowly, over a period of months. Those with different orientations ultimately began to recognize the knowledge and skills of others as valuable inputs to the work team. In exchange for contributions of knowledge and skill, a person received recognition for his concerns. In other words, an exchange process occurred among members with different orientations and cadre members began to recognize the resources of others. Differences in orientation,knowledge and skill became an advantage rather than a hindrance to group functioning. Cohesiveness in group purpose, and co-operative activity were thus resolved in this latter phase through this exchange process.

These brief observations apply only to one work group in the program, and while it is not anticipated that all groups will develop in the same fashion, some implications about group development within a given social system can be drawn from this analysis.

First, group development is a dynamic phenomenon. Secondly, problem areas in the development of a given group can be identified. Unlike the therapy group where individual personality problems and interaction between individuals is the main focus. work groups arrive at stability in group processes as the group encounters problem situations and arrives at some resolutions.

Since the resolution of problems encountered requires a clear awareneds of the realities of external demands, in addition to the management of individual inputs for effective action, the development of this work group can be evaluated externally in terms of its response to external demands, and internally in terms of the development of processes for effective action. For this group, external demands derived from two sources; the social system of the school and the purposes of the training program. The analysis clearly indicates that collegiality between members of this work group increased; that members of this work group recognized skills of co-workers as valuable inputs into the work team. Increases in professional competence could not be documented here, although the discussions would indicate a more sophisticated awareness of professional problems. Again, the socialization of neophytes into the social system of the school was difficult.to document. It was noted however that neophytes were accepted by senior

colleagues in the work group, but their acceptance by other faculty members could not be observed directly.

The internal management of the group for effective action, as suggested previously, went through a series of phases and while the Maturation Phase was never completed, the emergence of adoptive leaders through the process of negotiating and exchanging skills resulted in effective group behavior for task performance.

The observations contained in this report, while they apply to the development of one work group in a teachers training program, indicate that the notion of collective placement in a particular work setting had proven successful as a training vehicle. Experienced teachers, inexperienced teachers, administrators, university personnel and community people began to work as a team toward solutions to some educational problems in their schools.